

**Bonni** [00:00:00] Today in episode 20 of Teaching in Higher Ed Dave Stachowiak joins me for our first Q & A show..

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**Bonni** [00:00:18] Welcome to this episode of Teaching in Higher Ed. This is the space where we explore the art and science of being more effective at facilitating learning. We also share ways to increase our personal productivity so we can have more peace in our lives and be even more present for our students.

**Bonni** [00:00:44] For this the 20th episode of Teaching in Higher Ed. We are doing an all Q & A show and I'd like to welcome back to the show Dave Stachowiak.

**Dave** [00:00:52] Hello, I'm glad to be back.

**Bonni** [00:00:55] If this is your first time listening or you haven't listened in a while Dave is married to me but that's not the only reason he's on the show today. He has a lot of expertise in teaching in general and specifically teaching in higher ed.

**Dave** [00:01:07] I'm glad to be back and I'm so excited for the 20th episode. Hooray.

**Bonni** [00:01:11] Hooray. It's been great. I've loved the people who have just been so gracious to spend their time with the community and share. And I wanted to just make a quick note. Our guest from the 19th episode Dr. James Lang was so inspiring to me and I actually got to carry him with me this week as I addressed some issues of plagiarism that had come up in some classes.

**Bonni** [00:01:33] And one of the things I talked about on that episode was that I do a quiz in the beginning of all of my classes where I talk to the students about

asking them questions about what their goals are in the class and what they are looking for as far as me supporting them and their learning and what some of their fears are and toward the end of the quiz we have the academic integrity piece.

**Bonni** [00:01:58] Where they have to identify what plagiarism is how many words how do you cite a source. And so what was great about just reflecting back on the conversation with Jim is that I went back and looked at the students who had plagiarism issue on their papers back at those earlier quizzes.

**Bonni** [00:02:18] And Dave you might remember that I do that quiz so that they can't sit at my little office table and say I didn't know. I don't know what plagiarism is so therefore there's no accountability.

**Dave** [00:02:31] Really smart by the way I don't know a lot of people that do that. So that's that's a good expectation setting.

**Bonni** [00:02:37] Yeah in all of the cases of conversations that I had this week about it though I went back to that quiz. And they hadn't been able to demonstrate that kind of academic writing. They did not demonstrate the ability to cite a source they didn't demonstrate the ability to paraphrase in all of the cases.

**Bonni** [00:02:55] And so he was kind of floating around in my week with me as I thought back to this really was a great opportunity to help educate students who I truly believe having conversations with them just haven't had access to that kind of education where you learn about academic writing.

**Dave** [00:03:13] So forgive me for asking this may be helpful to others though so how did that work that you didn't catch that initially. Do they just like get a on the quizzes like a pass fail or how does that work.

**Bonni** [00:03:22] Yeah they got the grade. So that's where I realize there's a flaw in my system. So I have this system that's supposed to identify things like that. But because I have such large class large classes this semester and pretty much every semester I graded ninety-five of these all right in a row. The system is set up that you can do manual grading on each of those essay type questions that had that paraphrasing exercises in them. So I hadn't caught it then. Yes they got a lower score but they didn't even go back. They had said to go back and look and really take seriously how do I get better. Because it was such a small inconsequential score to them. They were just focused on moving forward.

**Bonni** [00:04:03] So I need to in the future I think if I really want to take the next step is have there be some kind of a trigger for people who need additional coaching and academic writing.

**Dave** [00:04:13] Interesting. Got to make sense.

**Bonni** [00:04:14] Well I just thank Dr. James Lang so much for coming on the show and so many of the other guests. I'm excited for the episodes to come up already got some great guests booked in the future and I'm just thrilled but this time Dave we're going to answer a few questions that came in about teaching in higher ed and starting off with this one from Gilbert.

**Gilbert** [00:04:35] Hello. Gilbert Fugitt I did have a question about teaching in higher ed one of the struggles I have with the online teaching is how to best engage the learners in discussion boards. So they make posts... But I know there has to be a way to further engage them. And I would love to hear more about some tips on how to engage the learners within a discussion board type format. We use the blackboard format right now. All right. Again Gilbert Fugitt at Concordia University thank you very much.

**Bonni** [00:05:09] Gilbert Thanks so much for your question. I am going to take a slightly different tact and not answer your question or at least encourage you to consider maybe other options besides doing forums that's something that I have done fairly recently is really steer away from doing as many forums.

**Bonni** [00:05:29] I think especially programs that are pretty integrated with online whether they're blended learning or fully online courses. Unfortunately what's happened is a lot of our learners have started to see forums as a very transactional form of learning. So in fact we see this a lot with rubrics for participation in online classes

**Bonni** [00:05:52] That you go and you write a post and then you respond to three other students posts and there's sometimes some word count restrictions and things like don't just say "great job" or "good point." Actually have something substantive to say and I think that I can get behind the desire to quantify it in some way so that our grading doesn't end up being entirely subjective on these things

**Bonni** [00:06:19] But that really does get to a very transactional way of seeing these discussions. So what if I have a lot to say about one person's post and

really found it to be particularly insightful to me. But I don't have things to say about two other posts so that's that's I've actually changed how I do things and things that would have been on forums.

**Bonni** [00:06:41] I started having my students do blogging. And today it is so easy to get students and ourselves into the world of blogging I have them use a service called WordPress.com WordPress.com is a free blogging platform and they can go up there and create their own blog and. They can subscribe to each other's blogs and be able to comment and engage that way.

**Bonni** [00:07:07] And one of the real benefits I've seen from actually I've seen a number of benefits the quality of posts tends to be a lot higher when we have put ourselves out there publicly.

**Bonni** [00:07:19] And speaking of doing it publicly most of the students I encourage them to use their names and to consider it as their professional platform building their personal brand online. And we talk about that. I showed them my blog. Talk about how I'm trying to approach my personal brand there.

**Bonni** [00:07:36] And so most of them do but it's not a requirement. There are certainly some ethical reasons and some issues why people would not want to have their names online. So it's not required. They can do an anonymous username and just let me and if they're comfortable the other students know who they are on WordPress dot com. So I've seen the quality go up considerably.

**Bonni** [00:08:00] And what is tremendous is the engagement has also gone up to now I will say the engagement is shorter so the reply post to each other might not be as lengthy but a lot of times I see them reply to each other and then actually link to a blog or a resource. A recent example of that was someone saying hey here's the info graphic that was created using this system you might want to try that out

**Bonni** [00:08:25] And it was more than just oh that was a leader. I find that I'd like to do it just not having that external focus and bringing ourselves to more rich resources that are available. So I'm gonna pitch that we do away with forums and less what we really need is that inside only talking to each other kind of dialogue if there was a sensitive topic or something that really really warranted it.

**Dave** [00:08:52] I really like that thinking and I loved the - I forget where it came up on a recent episode - but the university that is doing have a supporting students to create their own platform their own domain and using that as a as a learning place and a sharing place for over four years of their undergrad.

**Bonni** [00:09:09] Yeah the program is called A Domain of One's Own and that was talked about in the episode with Audrey Watters. I'll link to it in this episode too so people can go check it out again.

**Dave** [00:09:18] I think something like that really that resonates with me as far as you'd like what you do with have your students blogging and getting on a domain and that that to me is much more you know 2014 2015 versus the discussion board forum which as you know seems a little more antiquated today.

**Dave** [00:09:39] That said I think there's there's a spectrum here of like you know that's kind of the idea we'd like to go there and to think in new ways. But I also think there's a reality for a lot of programs and faculty and particularly if you maybe you're just teaching a class in a program that you know there's already a structure there for discussion board forums and.

**Dave** [00:10:00] And I think that it's not easy for everybody just to say OK I'm not going to do that I'm going to do something else. So and I'm teaching in a program that's a little bit sort of like that I guess I could do a little bit something different. But I think one of the things if you are going to use discussion board forums and I'm teaching and I'm teaching an online class on online learning right now. So if that doesn't confuse you about

**Bonni** [00:10:21] How Shakespearian of you.

**Dave** [00:10:22] Yes It is very. But one thing is we talked about at the front in the class is exactly what you just talked about as you know. It's a hybrid class technically so we had an in person session and we talked about discussion board forums and I said What is it. You've all taken they had all taken online classes before. What is it you like. What is it you don't like.

**Dave** [00:10:38] And this came up right away as you know. As students we REALLY dislike having to post something on the board and then having to add in by you know comment on everyone else's posting. And they're like you know we're just filling space we're not really listening to each other we're just doing it to pass the standard or whatever.

**Dave** [00:10:56] And so I really try to be intentional about and I am running a discussion board forum with this class right now but I really try to be intentional about here's what I want you to do each week. Make it different. There's different mediums there's different questions sometimes to watch a video sometimes I've recorded an audio so I'm really using various aspects of that.

**Dave** [00:11:14] I also ask them and encourage them to respond in different ways so they can respond in writing but they can also respond a video they can respond by audio. So there's different ways that they can engage and then the other thing is I've done away with this whole like OK you have to go respond to six other people or whatever requirement.

**Dave** [00:11:30] So they have to do their posting and then my my direction to them is I want you to engage in some meaningful way with someone else and some other conversation during the week and so that way it's much more of a quality versus a quantity requirement.

**Bonni** [00:11:44] I know that your students are not terribly technical so to just to some students that they could respond via video or via audio or are there specific ways that you suggest that they might give that a try to us that they might use.

**Dave** [00:11:57] You know I'm always amazed at how much people will push themselves when you encourage but don't require it. So I don't require that I always tell people if you just want to write. If he does want to do it just in a way great.

**Dave** [00:12:11] But here's a way you could do it. I do the same thing when they're doing their online learning projects. I tell them you know you could do the basic stuff or you can download some of the logging software and challenge yourself if you want to learn it for your own professional development. And the vast majority of them go and do something way beyond what they need to do for the assignment.

**Dave** [00:12:28] Now granted this is at the master's level it's a different kind of student that you're working with most of the time but

**Bonni** [00:12:34] Is there actually a particular software or web app that you suggest they use.

**Dave** [00:12:38] I give them a number of suggestions and say here's here's the field you decide where you want to go with it based on what's relevant in your career and your organization and the skills you need to learn. That's going to help you out help you be more practical in the workforce.

**Dave** [00:12:52] So that's how I approach it. But the one thing that's key with the discussion board is to show up. The biggest complaint I hear from students is I've taken other online classes. The faculty member puts up a PowerPoint or whatever and there's a discussion board and it seems like they're never there.

**Dave** [00:13:08] I don't you know I get a grade maybe a week or two later I don't have them. Adding to the conversation I don't see posts on them online. So I always have like an audio post each week that I put out I'm on there almost daily. So when they post something it comes right in my e-mail box I respond within 24 hours so I'm a regular part of the conversation a dialogue with them it's not just them putting up information onto a cloud somewhere and not hearing from anyone.

**Dave** [00:13:33] So engagement and regular dialogue is key. Macumba comes back to what we were talking about which he did is having that regular dialogue talking with people get engaging with them and that's just as true in person as it is online.

**Bonni** [00:13:43] And I know that you and I are very humble technical end of things but if our listeners are less technical they would like to post an audio for their students or a video. I know for myself if any of you have an iPhone and if you have a Google account that would be a Gmail account for example you can create a video right on your phone and send it to your youtube channel.

**Bonni** [00:14:09] And when you send things to youtube channels they don't all have to show up for the entire world to see them. You can have videos that are set up as unlisted so they're not going to show up in people's search results are not going to show up on your channel for the world to see.

**Bonni** [00:14:23] But it's open that if someone has the link directly to that video it will play without any kind of password or restrictions like that and that would be the way I would suggest that is a careful balance between privacy but still accessibility and YouTube is a really open platform.

**Bonni** [00:14:39] In fact if you want to cut out the the iPhone as an option YouTube actually has a recorder right on it. So if you went to YouTube dot com

they have something like creation or something with the word create in it and you can actually record yourself if you've got a Web cam right there from their channel. It's just becoming easier and easier. And of course when you do that you do want to be aware of what's in your background.

**Bonni** [00:15:03] That's something that is kind of a novice mistake that I see quite happen quite a bit actually is we want to be thinking also about light aim and we don't want to have the light coming from behind that's kind of look like this eerie eerie space we want to get some good lighting. If you're in a place where you can get some natural light that's a really good way to get yourself well lit and appearing friendly and engaging but the audio just alone is huge too.

**Dave** [00:15:28] I constantly hear from students I always do audio welcomes for my classes even the impersonal ones I'll send an audio welcome a week before the class meets in person and people love that and I think you do owe it to yourself as a faculty member and your students that if you do anything online these days you know invest in a decent microphone

**Dave** [00:15:45] You don't have to go out but you know get you know spent 20 or 30 bucks on a decent microphone learn just a basic audio program on recording your voice and it's really simple to do and it makes a huge difference in how people feel connected to you because it's not just an email or forum post somewhere

**Bonni** [00:16:00] On a Mac or on a PC. There is a really basic recording built in or you can do something like quick time where you can record your voice that way too and it really can make such a difference when they can hear your voice.

**Dave** [00:16:14] Tons of options out there.

**Bonni** [00:16:15] Our next question is and this one is when we're just going to give a couple of tips on cause we could do a whole series on this topic a couple of tips on the question how do we take an in person class and put it online. The first thing that I do when I'm taking an online or an in person class and putting it online is go back and look at the learning outcomes.

**Bonni** [00:16:36] Again and I'm assessing when I look at the learning outcomes. First of all are these the right learning outcomes whether we do it in person or whether we do it online. And are there any of them that would make it problematic to have in an online forum. I would give an example of something



like there in this psychology field if you're teaching a counselling the therapy class.

**Bonni** [00:17:02] That would be something that we could teach that terms online. But the actual practice of engaging in therapy is not something that we're going to be able to deliver online. So we would be able to see that disconnect as we looked at those learning outcomes and then identified what those might look like if we were trying to engage them in an online format.

**Bonni** [00:17:22] Dave you teach in a nursing program sometimes and that would be another example if were actually performing to put in an I.V. in. Again I can watch a video of someone doing that online but for me actually to learn that skill I need to be in and in person or at least in a lab format

**Dave** [00:17:40] And just for clarity. I'm not a nurse and I don't teach clinical skills its leadership and education that I'm teaching if anyone is looking for medical help. Please do not e-mail

**Bonni** [00:17:49] Don't ask David but in your next I.V.

**Dave** [00:17:50] Although I do know how to give shots but that's all the other stuff. So yeah I think for me when I think about this question and when we've been asked both from a high ridge standpoint but also consulting standpoint to design training or classes for people that's going to be a hybrid type experience.

**Dave** [00:18:09] I mean one of the first questions that I think about is what lends itself to online as far as content of the course. What are things that we really do need to be in person to do. And particularly for a hybrid or blended class that's something I spent time thinking of so for things like you know lecture there's videos if there's things that tend to be me more sharing information with the students.

**Dave** [00:18:33] Those are things that a lot of times easily translate to online because we can record the video of a lecture we can record the audio of that we can put together an e-learning course or module for that. But things like exercises discussion those are the kinds of things you know role play practice gaming whatever you know types of things we're doing to be interactive with the students.

**Dave** [00:18:55] Those are things obviously that there's some of that that can be done online but if you have the option to do that during the in person meetings

or sessions that's that's probably ideal to have those types of things be there. I guess if I could break it down the you know if it's information that's great online. If it's if it's actually skill development and practice and feedback and coaching then that's something to try to do in person.

**Bonni** [00:19:18] Well unless you're the skill being built is - writing skills or critical thinking skills. I mean there are certainly skills that can be built. But if the skill is something I would have to see you do in person then we're going to have to probably build those skills in person to.

**Dave** [00:19:33] Exactly

**Bonni** [00:19:34] I go through next the assessments and determine what if any will need to be modified. Can I truly... First of all again revisiting are these the right assessments that map to demonstrate in the achievement of those learning outcomes? A lot of times they aren't. We identify problems with in-person classes when we take it in person class and put it online, we start to see gosh there's actually some challenges with the in class format that maybe didn't get as much attention before - until it got identified as something we're looking at putting in a blended format or in a fully online. So I go and look at those assessments and then there's a couple of other things I would recommend in this process.

**Bonni** [00:20:14] I really strongly recommend that you think about building a class. The content piece of it as we use used to call these chunks in chunks of learning. Actually, I kid you not, that is what we used to call it early early in the days of online learning. And today some authoring systems and some nomenclature calls these assets. So I have these different assets.

**Bonni** [00:20:39] It might be a two minute video about something, a five minute audio file about something else, a interactive exercise where they go through and identify something so there are all these different assets that are going to be parts and pieces that get put together for my class.

**Bonni** [00:20:58] But that I think of as existing independent from the Learning Management System. The question we got earlier from Gilbert. He mentioned he uses Blackboard. Many institutions today are considering different learning management systems you don't want to be so locked in when you think about your course design that it would really trip you up if you went to a different learning management system or a different platform.

**Bonni** [00:21:21] I have found it so helpful to just think about these assets for my courses are these this all of these different content as chunked into different pieces and then when we start talking about oh is it fully in person or is it blended or is it online.

**Bonni** [00:21:38] Those assets can actually move across those different delivery mechanisms so much more seamlessly than I've thought about the creation of the course as the platform it's going to exist on right now.

**Dave** [00:21:50] I agree. And I think too we've sort of already said this but definitely not the answer when moving something online is to just take everything and post the files of online and turn the discussion forum and say Go it it really does require us to think through what makes sense. What are the assets in whatever order to to do that and you do approach it differently online than you do in person because of that.

**Bonni** [00:22:17] And then the last piece is just to think about existing content that is already out there and has been made available for use in classes and we don't always have to recreate the wheel. We can go and find these different knowledge assets these resources that are out there if it's a TED talk.

**Bonni** [00:22:38] If it's a YouTube video all of these different resources that are available that are actually far better than anything we might be able to come up with on our own and then we can take that extra time to fill in our unique perspective on a topic or a class. The last question Dave is what do you recommend for online learning authoring systems.

**Bonni** [00:23:02] And this question actually came up because I was talking about a new announcement from Microsoft. They came out with a new free product that's still in beta called Office mix and office mix looks very promising. So it allows you to inside of PowerPoint record your voice over A powerpoint and actually record yourself drawing on top of that PowerPoint.

**Bonni** [00:23:27] And you can identify what you're talking about draw arrows circles I mean what are anything that you could draw you can insert videos into it you can insert quizzes and it looks very promising. So I got the question though is that what you would recommend because it is free because it's Microsoft and Microsoft being as ubiquitous as it is and especially with PowerPoint.

**Bonni** [00:23:48] And I actually said that no that wasn't something that you and I were going to be pursuing too quickly because it's not quite there yet at least in

my initial evaluations based on how well it snaps into other learning management systems.

**Bonni** [00:24:03] So in the e-learning world there are different ways in which those courses get packaged and published that allow them to talk to learning management system. So the one that's the most well-known is called SCORM compliant course that's shareable content object resource.

**Dave** [00:24:26] Something starts with the etter m.

**Bonni** [00:24:27] Management?

**Dave** [00:24:29] Sounds good.

**Bonni** [00:24:30] I know SCORM so SCORM-compliant courses allow you to track the quizzes for example in the learning management system back to that student's name. So if you want that track ability that a learning management system allows the office mix just doesn't look like it's quite there yet although certainly will be a fun tool to experiment with and look and see where it goes and if they do add in the more sophisticated features like these SCORM compliant.

**Bonni** [00:24:58] For right now Dave and I are using almost exclusively if we need to build an e-learning module we're using Adobe's captivate. We also are big fans of articulate Global's e-learning systems they have an e-learning suite and they have a product called Storyline but why we have tended more toward Adobe's products for right now is that they are multi-platform.

**Bonni** [00:25:23] And Dave and I are more and more leaning on our Macs and trying to move away from PCs. For the most part unless it's just a real requirement for one of our clients. And so the nice thing about Adobe captivate is that multi-platform second opening up on a PC if I need to I can open it up on a Mac and you pretty much can't tell.

**Bonni** [00:25:45] And they also have some pretty good subscription options to say you only have to pay for the software when you're actually going to be using it. And for some people they don't like that because they want to just buy the software and keep it for four or five years. But we tend to upgrade more often than that and find their subscription options. Interesting.

**Bonni** [00:26:03] Dave do want to talk a little bit about Adobe captivate and what it's been like for you working with it.

**Dave** [00:26:08] Well you've actually used it more than I have. I'm I'm still getting into it and I do think captivates a great option. Captivate is the Cadillac of the e-learning offering tools that are out there right now. The disadvantage with captivate is it is not the easiest learning curve.

**Dave** [00:26:26] So if you're looking for something that's fairly straightforward to get up to speed on putting together some modules and uses a first time you're doing it. I don't know if I would start with captivate I think captive it's a great place to get to storyline is really attractive if you are on a PC and are comfortable with windows a storyline

**Dave** [00:26:45] And also articulates other product articulates studio which includes presenter and a couple of the other packages is very attractive and they have a I think it's a 30 day free trial you can use for them and just try it out and see how it works. Those are those are great tools as well.

**Dave** [00:27:01] Another option is and by the way that articulate people are just amazing as far as online support and technical support and all that. That's a great company I wish they supported Mac, but they don't unfortunately. Camtasia is another option that is kind of a mid-range solution and offers a lot of opportunities

**Dave** [00:27:18] I don't know if they do as much with quizzes at least not on the Mac platform but certainly an option that's out there and then you know you can also do something very straightforward. I know on the Mac for example there's a product called Screen Flow which just as a screen capturing programs you can you could you could record or do a screencast or talk through something you have on the screen and capture it and export it as a video and upload that to one of the video sharing services.

**Dave** [00:27:43] There's a lot of different ways to do it. I think the key is is to find the product that's most comfortable for you and figure out what platform you want to use and what would you want invest your time and resources into learning that only it probably makes sense for most people to learn all of those like you and I have. I think it makes sense to get comfortable with one.

**Dave** [00:28:02] Figure out which platform you're on mac or pc and then and you know all of those support most of the learning management systems. So

you're pretty good regardless of what your school or institution supports as far as learning management options.

**Bonni** [00:28:17] And of course it depends on to what your institution has made available for purchase because if they're going to invest in it that's always a great thing for you to be able to bond to those licenses and have access to some of these tools. And then of course they oftentimes come with their own support on your campus to help you as it get going.

**Dave** [00:28:34] And I would dare say probably most larger institutions have already adopted one of those platforms and may even have a mandate to say OK we are all using Storyline or we are we're all using captivate and so and then like you said they've got the internal support to help you out of that. So if you don't know what your institution is up to on that I betcha they're up to something.

**Dave** [00:28:54] So check in with them and then talk to people and you may find that there's a lot of resources available and might even be software already available for faculty around them.

**Bonni** [00:29:03] This is the time in the show when we each give a recommendation and it can be a recommendation on something related to the show or it can be just something that's come up. Dave what is your recommendation for the show.

**Dave** [00:29:17] Okay this is in the category of not necessarily teaching in higher ed related but helpful because I know you're big on work life balance. And in thinking about managing stress for faculty well too so I use an app on my iPhone and I know they have it for android and it's also on the web called Lift and the web addresses Lift.do which is appropriate. what it is is it's a service that tracks daily habits.

**Dave** [00:29:49] So for example I have seven daily habits on my Lift list every day. One of them is to read a book for 30 minutes. Another one is to walk 10000 or 12000 steps a day. And so at the end of the day I go in my app and I track what habits I did that they are sometimes I'll track them as I do them throughout the day

**Dave** [00:30:11] And they're all really straightforward things are just little things that I know that if I do each day or at least most of them most days will help me

to stay healthy will help me to stay balanced will help me to be the best I can be in my professional work. And so I found that they're really helpful.

**Dave** [00:30:30] And it's also good for me just to see what I'm also not having a good week cause as little graphs and all that and a track and one of the things is sleep for seven hours a night so I can say OK you know I haven't slept as well as I should have over the last week or two so

**Dave** [00:30:42] I've really found that it's a great little especially people at her goal oriented like like me it's a great little app just to visually remind you of things and you can have it even remind you at certain points of the day like okay you know it's 6:00 o'clock. Have you read your book yet. And it's really it's really good for that. So I'd highly recommend it. Lift.do is the Web address and check it out.

**Bonni** [00:31:04] My recommendation is a new app that brings analog into the digital world. And that is called post it +. And with post it + you can have a bunch of sticky notes at your desk or up on a wall and take a picture of the sticky notes with the app and what the app does is then treat each of the sticky notes as a separate object a step separate graphical object

**Bonni** [00:31:29] And it allows you then to group them together into different categories that you'd then name and then you can share it in all of the most common sharing methods available. It was one of those things I think listeners might remember I don't like to try to try too many new ED TECH tools during the semester because I can kind of get really carried away with that and it can messed me up on my productivity.

**Bonni** [00:31:51] This one I made an exception where it just sounded so cool and I'd be able to incorporate into a number of exercises that I'd do. I thought well how hard could it be. And it literally was as easy as downloading the app open ended up taking a picture of you know and then dragging them around.

**Bonni** [00:32:08] It was a really easy to use app. And I think if we're trying to get our students more involved in the classroom I've written a post which I'll link to in the show notes about Teaching with sticky notes. Think it's going to take that to a whole new level and I'm excited to put it to use.

**Bonni** [00:32:22] And I'll also post a link to the app and the show notes as well.

**Dave** [00:32:27] Sounds exciting. I'm going to try it out.

**Bonni** [00:32:28] It's a good one. It's an easy one easy one to use. Well Dave thanks so much for joining me and thanks to everyone for listening. This was the 20th episode of Teaching in Higher Ed.

**Dave** [00:32:44] That is a lot of episodes!

**Bonni** [00:32:47] If you are listening to the show and are enjoying it and would like to help other people discover it one of the things that iTunes and Stitcher Radio do is they rely a lot on ratings and reviews so if you could go up there and give us a rating or review it really help other people discover the show.

**Bonni** [00:33:04] We welcome your feedback to the show to that's at TeachinginHigherEd/feedback you might have an idea for a topic you'd like to see discussed. Or perhaps even a guest that you'd like to see come on the show would welcome those suggestions. And last but not least if you have not subscribe to the weekly update all of the show notes all the things we talked about the links could be coming in to your inbox.

**Bonni** [00:33:29] It's as simple to subscribe as going into [teachinginhighered.com/subscribe](http://teachinginhighered.com/subscribe).

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